STRATEGY RESEARCH PROJECT

LEADERSHIP AS TEACHERSHIP
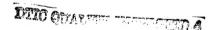
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LEADERSHIP AS TEACHERSHIP

There seems to be a great deal of agreement in published literature that most of us can recognize good leadership when we see it, but there is much disagreement on defining exactly what good leadership is. Whether it is a process, a list of traits, a relationship, a matter of influence, a position, or is synonymous with management, it is understood that followers are involved. It is therefore understood that if the followers change, then the process of leadership must change also.

It is understanding these forces of change that becomes important as the military prepares to understand, execute, and teach leadership. This paper analyzes some of the predominant definitions of leadership by some of the leading researchers and writers of leadership. Hopefully, as the military continues to define leadership, it will search the writings from the civilian sector in arriving at a suitable definition.

The paper concludes with research-based practices and methodology for effective teaching practices. The thesis presented is that as leaders in the military, we are constantly teaching and training soldiers. The more effective we are as teachers, the more effective we are as leaders. The techniques presented in the pedagogy section are simple but are very powerful. If these techniques are applied in a variety of training situations, and are hence modeled, better and more effective leaders will be developed.

LEADERSHIP AS TEACHERSHIP

He is a "draft-dodger." Twenty-seven years after I first paid attention to that unflattering term, these words still evoke a variety of feelings and thoughts within me, making me feel like I owe some sort of explanation to someone for being a part of the Army National Guard. What was it or is it about the Army and/or the National Guard that intrigued me and motivated me to stay in the service beyond my initial enlistment? Was it money, adventure, association with people, training/education, personal development, altruism, patriotism, or some combination of these things? I am sure that a lot of research has been conducted by the DCSPER (Deputy Chief of Staff for Personnel) Office on reasons why people join and/or stay in the military, but the over-riding factor for my stay has been personal development and a sense of accomplishment while being part of a successful team.

It is in the realm of personal development and through education, training, and experience in the Army, that I have had the most contact with the concept of

leadership. I continue to be perplexed by how much we know and yet how little we really know about this process, and most feel it is going to be important to the success of the military in the twenty-first century.

Opportunities to observe group dynamics (and leadership in particular) in volunteer and non-volunteer organizations have been frequent for me. College years provided opportunities as captain of the varsity basketball team and as an officer in campus organizations. The military has given me varied experiences, from entry-level as a squad leader in basic training, OCS, and through my present assignment as a student in the Senior Service College. Civilian life afforded me experiences in a variety of public school settings, concluding with an assignment as principal of an elementary school; public service organizations, such as Kiwanis International; and religious organizations, where I developed and am presently concluding a twelve week study on "Developing the Leader Within Me."

My dual career as soldier/educator has been very symbiotic, however, my military training and experiences have probably benefited the education arena more than vice-versa. My year as a research associate at the Fletcher School of Tufts University in Boston has provided a unique opportunity for reading, studying, and reflective thinking, and I believe I have learned some lessons from education that can assist the military. It is this background that frames this

monograph. The Fletcher experience has been very beneficial in many ways, but in particular it has created a deeper appreciation in me for the value of diversity within organizations, the importance of civil/military interaction, the necessity of individual professional development, and the importance of leadership. As a result, I determined to study civilian research in the area of leadership in order to ensure diversity and in hopes of providing a synergism from civil/military interaction, or as it is referred to in Biology, "hybrid vigor."

Many in the military think that we have a "corner on the market" on leadership development, but references in current literature and in classes that I participated in did not reflect the same sentiment in the civilian sector. If the Army has the secret for leadership development, how can it on one hand produce some of the best military and world leaders, and on the other produce the kind of leader that helps followers understand (though not condone) fratricide? Even though military leaders are generally held in high esteem in our society, literature is not filled with insistence to use the military as a blueprint for leadership production. When Dean Galvin asked his leadership class this year, "How many of you have had bad bosses that you don't want to be like," every hand in the class went up. The room was full of present and former military people. Are we learning more from how not to act as leaders than from how to be good leaders? If the answer to

that question is yes, then we are wasting a lot of time and energy in training our leaders.

Dean Galvin realizes the importance of leadership in any organization and has undertaken the task of developing a leadership program at the Fletcher School. He has begun by teaching the first course offered in leadership and is behind the effort to have a full-time instructor to help teach and supervise the leadership area at the school. It was the opportunity to take part in his class and learn from such an effectvie leader that stimulated my interest even more in this area. This opportunity also has provided a window into my future professional development.

The Army teaches leadership in a variety of situations and uses a variety of techniques. As I reflect on the training that I received, I am not sure that the objectives or goals of leadership training were always clear in the minds of the instructors and the students. Mentoring has become such a popular buzz-word, I am not sure that it is undersood by all soldiers in the same context.

Mentoring became a means of providing leadership development on an individual basis in the Army. The term "mentoring" became popular as TQM was used as a vehicle to improve quality and identify customer focus throughout our society. Lacking specificity or guidance, mentoring may not be much more than a career placement service as officers hope to get picked for advancement by people

these officers admired and worked hard to help. These officers do the same for junior contacts when they advance. Sometimes the "mentoring" looks more like a network from a "good 'ole boys" club than an instructional program aimed at producing higher qualities of leadership. This environment puts a premium on loyalty, which can be very good for the organization, but it can also destroy some of the hybrid vigor which is also very important for the longevity and growth of an organization. It also propagates like-thinking which can have obvious drawbacks. Obviously, my experience within the Army is somewhat limited and I did not conduct a random survey within the Army, therefore I would not imply that my impressions are the norm across the Army. However, I have talked informally about the mentoring program with active and reserve component officers and their impressions are similar.

While mentoring as a concept is a very good idea, and many officers/NCOs are probably effective in educating and training subordinates using this method, some educational research that could improve how we teach our fellow soldiers will be introduced. The emphasis of this discourse will be on understanding leadership and learning instructional methods and/or sound educational practices rather than on building a new leadership instructional program. Mentoring is just one of the ways leadership is taught, and it is not being attacked as a bad program. The

personnel in the Army need to be better informed about leadership and how to effectively cause it to occur.

In and attempt to learn more about leadership, I completed Dean John Galvin's (former SAC EUR) class on Leadership at the Fletcher School, and Professor Frank Hartman's class on "Traits of Effective Implementers," at the Kennedy School of Government at Harvard University. Even though I was unable to schedule a class with Professor Ron Heifetz, author of <u>Leadership Without Easy Answers,</u> I was able to read his book and listen to several of his class tapes. As head of the Kennedy School's Leadership program, he is recognized as an authority in leadership research and development. I was also able to read numerous books and articles on leadership this year, and they will be listed in the end notes and bibliography.

Hopefully this paper will answer some questions about leadership and how to best teach it, but it is not intended to be a "six-step" solution to the leadership issue. It is the intention of the author to cause the reader to think, question, reflect, and act on the leadership question. The impact on the writer has been great enough to realize that this is only the introduction to this complex question, and a decision has been made to pursue a Ph. D. degree producing program where an original research project on leadership can be undertaken.

PURPOSES

Limiting the direction of this work has been difficult because the revelation of knowledge has lighted many multi-directional roads which have begged for travel and inspection. Reflection has exposed many missed connections from earlier years regarding leadership that occurred because of inadequate instruction , poor instructional strategies, or a lack of understanding of the topic and has stimulated a desire within me to prevent that from happening to succeeding generations of military officers.

The purposes of this essay are as follows and will be addressed in the following order:

1. To understand some of the evolutionary and revolutionary processes the Army underwent during the 1970's, 1980's, and 1990's, how the writer related to those processes, and what implications these processes have for leadership. A study of history and reflective thinking proved to be very beneficial in understanding these questions.

2. To quantify or understand more fully this thing called leadership, and understand how it relates to the military.

3. To propose some effective methods of teaching, because the ability to teach is a foundation for leadership; and offer for use in the military, research-based techniques of successful teaching. These techniques can be used when teaching leadership in a mentor situation or in large group settings. Effective teachership is good leadership.

The first section will take a historical look at some factors which caused changes in the military. These changes offer some challenges to the leadership of today and will continue to offer challenges for the leaders of tomorrow.

RMA

Revolution in Military Affairs is a fairly new term used to describe many of the changes the military is and will be undertaking. However, in practice, it is not a new concept to the military. As a large organization that is responsible to its citizenry, it has had to change through the years as the citizens and their representatives determined that their needs were changing. Several changes that have occurred in the last three decades have had a direct impact on the Army and consequently, on its soldiers. Obviously, this is not an exhaustive list, but rather a compilation of activities that have had a far reaching impact on the life of the writer. These evolutionary and revolutionary events are noteworthy and all deal with leadership opportunities. In the Chinese symbol for crisis, its upper character

represents danger, and the lower character represents opportunity. That is the challenge facing the leadership of the military today. To meet these challenges and the ones that are sure to follow, an understanding of leadership and how to endow this process with our younger soldiers is imperative.

Some of the changes that will be mentioned will be rather obvious, and some of the suggestions may be simplistic to some readers, but often-times the easiest solutions are the ones we overlook. A saying attributed to quail hunting is a lesson that most quail hunters learn to appreciate very quickly--<u>quail are not very hard to hit, but they sure are easy to miss</u>! The same can be said for lessons learned in history and in leadership.

Civil/Military relations are important in a democracy because the utilization of the military must be under the control of civil authorities. A constant effort from both sides is necessary to keep these relations open and provide an atmosphere of trust. When Robert McNamara became Secretary of Defense in 1961, he accelerated the exercise of authority granted the Sec Def in the reorganization act of 1958. President Kennedy gave him two main instructions in his new position: develop the force necessary to meet American military requirements without regard to predetermined budgets, and procure and operate the force and the lowest possible cost. Since Mr. McNamara came to the defense department from the

business world, he instituted changes that were reflective of the latest management techniques and computer systems. The new Sec Def tightened civilian control over the services and carried unification much further than his predecessors. It is not surprising that the Army was directed to undergo a major reorganization soon after. While much of the change was beneficial, the lack of military input into decision-making created some doubt in the minds of the military as to the efficacy of all the changes. It was with the use of these management and budgetary models that he tried to quantify the Vietnam War, and confidence began to erode in this civilian controlled operation, both from the military and civilian sectors (1). Military skepticism still remains concerning the knowledge that the civilian budget makers possess about the needs and priorities of the military.

A recent article in the Boston Globe reported that between the 103d and the 105th Congress (began Jan.1, 1997), the number of House of Representatives with military experience dropped from 40% to 32%, while the number of Senators with military experience dropped from 55% to 45% (2). With the All Volunteer Army in force, it is a good bet that the percentages of Congressmen/Congresswomen will continue to decline. This coupled with the fact that neither our President nor our Vice-President has military experience, is a message that the military must

become more proactive within our communities and in the civilian sector to educate the civilian world about the military.

The second event to be referenced was the creation of the All Volunteer Army. In April 1970, President Nixon proposed that the nation should start moving toward the end of the Selective Service and the formation of an all volunteer force. He intended to do that as soon as he could without endangering our national security. With a completion target date of 1973, the formidable task of an all volunteer force would require tripling the general rate of enlistment at that time. With a gradual reduction in the Army's reliance on the draft, the final goal of an all volunteer Army was achieved (3). With the last vestiges of the draft-era soldiers occupying the senior officer and non-commissioned officer ranks in the active and reserve component, what impact, if any, lies ahead for the All Volunteer Force (AVF) as these draft-era soldiers separate from the military? Is the military becoming less representative of its civilian population? Are we producing the quality leaders needed to win on the battlefield in the 21st century? Admiral Stanley R. Arthur wrote an interesting essay in the October 30, 1966, edition of the Strategic Studies Institute's periodical regarding the All Volunteer Force and he concludes that Congress and the civilian leadership of the armed forces should work to provide adequate housing for personnel off post so the

military families could send their children to public schools, day care centers, and so forth. Admiral Arthur states that this will be an infusion of local money for tax base, but it will also serve to mix the civilian and military populations which can have an impact on recruiting and retention , public perception, and the like, and it is going to become more important in the future. Admiral Arthur also references in his essay that the military does not need to sacrifice military preparedness for quality of life for our soldiers (4). What implications does the AVF pose for our leadership in the military?

With the collapse of the Soviet Union, the mission of the military remains somewhat clouded. The question of military preparedness leads to event three. In the same publication referenced above, Don Snider wrote an interesting article on U. S. Civil/Military Relations and OOTW. In his essay he argues that neither the military nor the civilian leadership has a clear vision of the future, therefore, no common vision of how the services should be organized, equipped, or trained for the 21st century has been written (5). Even though the military services have since produced documents and ideas such as Joint Vision 2010, The Army After Next, and the National Security Strategy, the existence of the QDR , the President's Budget, the Congressional Budget, and in today's <u>Boston Globe</u>, an article stating that present SEC DEF Cohen may reconvene the BRAC for further

budget-cutting measures, is proof of the discontinuity. How are these divergent paths going to merge?

In order to project and forecast the military of the future, an understanding of history becomes important. It is understanding the strategic implication of international security that assists visionary leaders in planning for the future. Dr. Steven Metz gives the readers of the March 7, 1997 issue of the Strategic Studies Institute periodical a lesson in political science as he predicts the nature of the security environment in which the Army will operate. While junior leaders in the Army concentrate on the tactical and operational aspects of the mission, senior leaders must have an understanding of the strategic part of its mission. Dr. Metz describes the technological, economic, political, social and demographic, ethical and psychological, and military considerations for the world of the future. He then proposes five forms that the security environment might occupy by the year 2030 and beyond, and each would require a U. S. military quite different from the present (6).

In preparing for the technological changes that are already present in our society, Dr. Metz and LTC (ret) James Kievit give a primer on the use of the Internet as a tool for the strategic researcher. It proved very useful to this researcher and accented the need for technology skills in our future leaders (6).

It is the civil/military relationship, the AVF, the uncertainty of the Army mission, and the understanding of strategic art and its implications for leadership that has been the driving force behind this essay. MG Chilcoat wrote in the October 10, 1995, issue of the Strategic Studies Institute magazine that the senior leader exercises senior leadership when he/she is competent in three areas: Strategic Leader, Strategic Practitioner, and Strategic Theorist. Later in the article, he proposes that 21st century strategists can be developed with three important trends. These trends are improved understanding of the adult learning process, utilization of technology, and expanding conceptual horizons (7). These three trends are the heart of this monograph.

MG Chilcoat concludes his article by stating that the concept of permanent victory is not consistent with good strategy. Instead of victories, phase lines simply move reflecting the permanent struggle to promote and defend our national interests.

To understand how leadership is required to deal with these issues, a good working definition of leadership is necessary. Even though much research is referred to in the next section, no attempt is made to settle on one definition for military use. The many definitions that are shared is indicative of the many ideas

that abound in literature, and perhaps the variety will cause the reader to think about the possibilities of broadening the military definition of leadership.

LEADERSHIP

There seems to be a great deal of agreement in published literature that most of us can recognize good leadership when we see it, but there is much disagreement on defining exactly what it is. Since many books have been written on this subject (especially in the 1980's and early 1990's), no great purpose can be served by attempting to replicate that effort in these few pages. This, however, should not keep us from developing a workable definition which can serve as a "jumping off" place for further thought, discussion, or research. Another debate among researchers is differentiating between leadership and management, and again, this topic will not considered in any exhaustive manner. Distinguishing between leadership and management is important, however, because leadership and the ability to teach it is an important piece of the puzzle of the successful Army of the 21st century.

Rost did exhaustive dictionary research on leadership and drew several conclusions.

1. Leadership was not a common term until the 20th Century, and early in the century lacked the connotations people attach to it today.

2. Dictionary definitions are very simple, and as a result are not helpful in understanding the concept.

3. Dictionaries have influenced the idea that leadership and management are synonymous.

4. Dictionaries have contributed to the idea that leadership is a bundle of traits by defining leadership as "the ability to lead."

5. Dictionaries erroneously place leadership in the hands of the leader and not on the relationship between leader and follower (8).

Rost has developed what he calls the post-industrial paradigm of leadership which is composed of four essential elements. He carries on an extended discussion of these elements and how his definition is useful to both scholars and practitioners. "Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes."

1. The relationship is based on influence.

2. Leaders and followers are the people in the relationship.

3. Leaders and followers intend real change.

4. Leaders and followers develop mutual purposes. (9)

Maxwell defines leadership as nothing more than the ability to influence those with whom the leader contacts (10).

Heifetz determined that the root of "to lead" literally means "to go forth, to die." The leader can draw on a person's highest qualities by influence rather than coercion. This may be why some think of leadership as people in positions of command, who show the way. He uses the illustration of a leader who influences a community to face its problems, and the community solves its own problems rather than just following the leader's vision. The leader does this by mobilizing the people of the community to tackle tough problems (11).

Kotter refers to leadership as: (1) process of moving a group in a direction through mostly noncoercive means, and (2) position or role where leadership (definition 1) is expected. He primarily uses the word in the first sense as a process. Kotter likes to talk about effective leadership, so it is easier to identify the presence or absence of it in any situation (12).

Some writers insist that leadership needs to be examined in a value-free context. By that, they mean that leadership or the ability to lead, is neither good

nor bad. Others, such as Kotter, insist that leadership is measured in terms of effectiveness and, therefore, can be assessed only in terms of good leadership. Hitler, then to Kotter, was not effective in his leadership style and was not considered an effective leader to emulate. Leadership will be considered in the context of effectiveness in this monograph, therefore, it will not always be value-free. Values and ethics are becoming recognized more and more as indispensable to the leader's philosophical and practical approach to her leadership style.

Rather than defining leadership, Laurie Beth Jones has taken an unusual approach and describes what she calls Omega leadership--a combination of techniques that Jesus taught based on three categories of strengths:

1. The strength of self-mastery.

2. The strength of action.

3. The strength of relationships. (13)

After studying these concepts and using this framework for the development of a Sunday School series, I am convinced that these cornerstones can be an important part of the personal development of the leader.

Despite Rost's assertions that leadership is a twentieth century term, Diane Dreher, in The Tao of Personal Leadership, shares some insights from Lao-tzu in

his Chinese classic, <u>Tao Te Ching</u>. this small collection of eighty-one poems has been translated more than any book but the <u>Bible</u>. She introduces the book with Tao, 17, which basically defines leadership as the ability of a leader to guide a group to completion of a project, and at the conclusion of the project, the people say "we did it ourselves." The <u>Tso Te Ching</u> emphasizes strength of character and self-mastery. Wise leaders maintain their inner balance and are not reactive.

While many view leadership as a process of social influence, the Center for Creative Leadership in their <u>Making Common Sense</u>, propose that leadership is a process of social meaning-making. Their basic premise is that the influence is what results when the leader has been effective in helping the individuals of a group find meaning through commitments to one another. This becomes a process of leadership.

From an individual perspective, it is not that a person is a leader and then creates meaning, but rather in making meaning, a person comes to be known as a leader. It is the process of participating in making meaning in a collective sense that makes leaders out of people.

An important issue or skill is the transformation of a private meaning into a public meaning. At the conclusion of WW II, a general remarked to Winston Churchill that his stirring speeches during the war had inspired the people, which

prompted a reply from Churchill that he had only said things that **were already in the hearts of the people**. His speeches inspired partly because his comments reflected their commitments and values. In another time or context, Churchill might have been a minor international figure, but his ability to understand and interpret on behalf of his nation placed him in the annals of great statesmen.

This meaning-making view assumes that people are in constant motion and need frameworks within which their actions make sense. The dominance-influence view assumes that humans are still, at rest, and need some motivating force to get them to going. Authority, then is different from leadership. Authority is a tool for making sense of things, while leadership is understood as a process through which people put these tools to work to create meaning.

How do I take charge and make things happen? The key movement is from **I** need to make things happen to **we** need to make things happen, and **I** need to figure out how to **participate** in the process of **our** making things happen. The issue of accountability may also have to be rethought (15).

Drath and Palus suggest that this new concept of meaning-making is not meant to be a replacement for anyone's definition or philosophy of leadership, but rather they are developing a different way of looking at this phenomenon.

Models of Leadership

Many of the researchers and writers summarize the evolution of theories and models of leadership embraced in the last one hundred years, and each list may vary slightly with each writer. While totally congruent lists are not important, it is interesting to note how our perception of leadership has changed and yet remained the same through the years. A brief summary compiled by Heifetz will be listed to examine the different models proposed by our predecessors.

1. Great Men (not women)--19th century. Revived in the 1980's. Rise to power is rooted in the fact that they possess great traits or skills that made them successful.

2. Situationalists--Turn of the century -present. The times produced the person and not the other way around. These leaders were not interested in leadership per se.

3. Trait approach with situational view--1950's. Empirical evidence has begun to show that there are no magical sets of traits associated with leadership, and this was expanded to include the contingency theory--that the situation will dictate the leadership style.

4. Transactional approach--1980's. The leader earns influence by responding to the needs of the followers. Reciprocal actions are important. (16)

Rost gives a thorough review of the schools of thought on leadership in chapters 3-5 of his book as he describes the definitions and nature of leadership (17).

Ellen Schall in a class visit to the Kennedy School in April of this year, suggested a technique or model that has been beneficial to her. Even before she knew it was a term of art, she considered herself a reflective practitioner. She enjoyed thinking about work at a distance and trying to abstract lessons for herself and for others. Schon has written two books on the reflective practitioner and offers instruction on how to put this practice to use and how to teach this art. Kolb has offered a four-stage process in describing this learning: 1) concrete experience, 2) observations and reflections, 3) formation of basic concepts and/or generalizations, and 4) testing these concepts in different situations.

This process has led her to a system of effective management. When asked to differentiate between leadership and management, she responded with "I treat them as the same." Some generalizations she has reached using this system range from meeting basic needs, to nurturing, to catching people doing things right, to it is hard to give what you don't get (18). After a course of reflective thinking,

reading, discussing, and writing in a journal, this writer has seen the value of such a philosophy.

Ron Heifetz posits that leaders make few choices on their own, but rather leaders are programmed by various influences and voices, and they make choices based on whose voice they allow to speak (19).

His interesting and very different model of action is influenced by his vocation as a physician and his avocation as an accomplished musician. In realm of biology, adaptations are often transformative, and enable organisms to survive in a changing environment. Adapting then, is not accepting the status-quo, nor coping (even though it may be a necessary skill at times), but rather an activity that requires accomplishment as well as aspiration.

His analogies and /or metaphors in the music arena depicting his biases are noteworthy. Music teaches dissonance as an integral part of harmony, and, to be complete, resolution must be found. Without tension and conflict, music is not dynamic or moving. The audience is an important part of the music relationship. People often mistakenly presume that the authority figure performs independently of them. Lastly he recalls how his teacher, Piatigorsky (Russian cellist) would launch into a story that would have no apparent relevance. Sometimes the

responsibility of finding the connection was the responsibility of the student. We had to take responsibility for our learning.

Heifetz concludes his model by issuing a personal challenge to those wanting to survive the leadership process. Externalize the conflict and be able to distinguish between one's self and one's role. Develop partners, either confidants, or allies, or a combination of both. The lone warrior model is heroic suicide. Use the balcony as a vantage point to listen and observe one's self and one's biases. Find a sanctuary to restore one's sense of purpose, put issues in perspective, and regain courage (20). Practitioners have little patience for ideas that fail to speak to real experiences.

Many of the researchers in the field of leadership have ties to education, and many of the researchers in business also possess an education background. Now that working definitions of leadership have been shared, a look at some of the best methods of teaching will reinforce how this subject might best be taught.

PEDAGOGY

Psychologist Carl Rogers said "The only learning which significantly influences behavior is self-discovered, self-appropriated learning." If his premise is true, and research tends to support that theory, then those two adjectives

describing learning divulge a great deal about how teaching and learning should take place.

WE LEARN AND RETAIN

10% of what we hear

15% of what we see

20% of what we both see and hear

40% of what we discuss with others

80% of what we experience directly

90% of what we attempt to teach others

Indiana Department of Education

"What we Know about How Adults Learn and Effective Training"

Gifted and Talented Education Office

Indianapolis, Indiana. 1984

This one bit of research is enough to improve the instructional program of the military if every leader realized that he/she is teaching every day of service. It is obvious that learning and retention take place best when the student is involved in the instruction.

Six teaching functions are found in effective teaching.

- Daily review
- Presentation of material
- Guided student practice
- Feedback and correctives

- Independent work
- Weekly and monthly reviews

In an effort to improve the teaching/learning process, Alabama recently developed and implemented the Professional Education Personnel Evaluation Program of Alabama, designed to evaluate all education personnel in grades K-12. After a compilation of research regarding teaching and learning was made, competencies and indicators were developed as standards by which educators were to be evaluated. Because of limited time and space, only the most important research regarding the teaching/learning process will be explored. A future study of interest would be to examine the competencies of school principals, as the instructional leaders of the school, compared to military commanders, as instructional leaders of their units.

A review of research was conducted by Judy Giesen and is included as the last section of the Teacher's Manual dated July 1994. The state has up-dated its evaluation program this year, and as a result may have up-dated this section. This research will be utilized to point out effective teaching methods in order to improve the teaching/learning process. The role of officers/ NCO's at all levels in today's military is that of educator. All training activities are merely classrooms at various locations under varying conditions, and must be approached with an

education mind-set. When developing junior officers (whether mentoring or not), understanding the impact of the teaching/learning process is very important.

Bennice (1989) concluded that active learning provides for maximum motivation and learning for the teacher, class, and the individual student. The basic principles he stresses are: 1) learning is never a passive activity; 2) teaching is not efficient if it is teacher-oriented; 3) philosophical thought is equally important as practical application; 4) stated performances are important to student relevancy; and 5) student/teacher relationships allow learning to take place for the teacher and the student.

Any attempt to improve student achievement must be based on the development of effective teaching behavior, according to Brophy (1986). Gezi (1990) concluded that positive climate, communication, and support along with vision were important contributions that the leadership infused into the school.

Through research, Bennis (1989) found that active learning classes had: 1) precourse evaluations to assess students' needs, 2) planning to determine how the goal's are to be met, and 3) classroom activities included in class writing assignments; short topic projects (written in class, researched outside); in-depth projects; panel discussions; guest speakers and observations in the field; controlled performance and application of skills and facts; and final evaluation to

determine whether the students learned the desired information, and to see if the activities were effective.

Two teachers can possess very different teaching styles and behaviors and still produce similar effects in their students, according to Wineburg and Wilson (cited by Stanley 1991). Both teachers had students who were highly stimulated and interested in the subject outside the classroom.

Structuring instructional presentations can be one of the most important parts of a lesson, and Chilcoat (1989) provides three types of previews that can be used to introduce information prior to an explanation. The *overview* will alert the students to what information is essential and will assist them in their search during the presentation. *Set induction* provides for a relevant example in the form of an analogy being given so the students can induce lessons from the new information being given. The *advance organizer* is presented as an introductory statement generally at a higher level of abstraction and before the presentation of related information. The advance organizers generally have a small but consistent advantage for most age groups. Advance preparation is required if any of the preview strategies are to be effective.

Stanley (1991) stressed that in terms of content knowledge, teachers need to know the most recent knowledge in their discipline as well as the history and

philosophy of that discipline, including schools of thought as to how that field might inter-relate with other disciplines.

Teachers who produce high achievement gains are more likely than other teachers to continue the interaction of a question-asker. The teacher may rephrase the question or give clues rather than terminate the discussion with the answer or calling on someone else. Brophy (1986) pointed out that, as is frequently the case, this will depend somewhat on the student and the question.

According to Lehman (1989), effective communication decreases uncertainty and increases the ability of the student to predict the future. Students learn more when their teachers' presentations are clear rather than vague, and when they are delivered with enthusiasm, Brophy found (1986).

Immediacy has been defined as the degree of perceived and/or psychological closeness of people. According to Christophel (1990), the most notable teaching behaviors which contributed to student learning were vocal expressiveness, smiling, and a relaxed body position. Immediate teachers were viewed by students as being more positive and effective, which led to increased feelings toward the teacher and the course itself. Research also indicates that nonverbal immediacy has a greater impact on learning than its verbal counterpart (22).

An experienced administrator can sometimes observe the interaction of teacher to student to determine whether a teacher is teaching a required course or an elective course. Elective course teachers often spend time trying to make their course appealing to the students and continuously work on immediacy, and it is reflective in their attitudes toward the school, students, faculty, and parents. Of course, this is not always true, but it is a fitting analogy as military leadership is considered. Too often, military leaders are taught that the soldiers will be supplied and all they have to do is to train them. Leaders often still act as if the draft will push people their way and in a sense, then, act like a teacher of a required course.

Some people equate elective processes with a lowering of standards, and that may be true in some instances. But there are many organizations, where in a totally elective or volunteer situation, the standards of that organization are higher than comparable organizations in the same area that have more control over its membership. The author has had the pleasure to observe and work under (in class) GEN (ret) John Galvin and MG Richard Chilcoat (Commandant of AWC) this year. They epitomize a summary of the things discussed in this paper, and are good examples of teachers of elective courses. They are skilled leaders as

teachers. Does that mean that they are soft on discipline, or do not have very high

standards? Quite the contrary.

The Alabama Evaluation Manual concludes with research pertaining to

professional development, performing responsibilities in a professional manner,

and interpersonal relationships with peers, administration, students, and parents.

These are three areas which are equally important to the areas we have been

discussing, but will be left for later discussion.

The primary purpose of the Alabama evaluation instrument is to assist the

individual educator, with the assistance of her supervisor, in determining the

professional development activities necessary for improvement. This type of

evaluation is called *formative* because the information obtained in the evaluation

process is used to form or improve the professional educator. This evaluation

would be ineffective as a means of obtaining information for *summative* or

personnel action reasons. Because of the effectiveness of the *formative* rationale

in evaluation, it may have some far reaching implications for the use of a similar

tool in the evaluation process of the military.

More emphasis has to be placed on individual professional development within

the military because it has such a large and varied population. One of the ways

leadership can be taught is through such a professional development program

where the individual officer is required to complete 20-40 hours yearly of professional development based on needs and/or interests that the evaluation produced. A thorough evaluation for purposes of professional development would not have to be given but every three years or so. This type of approach would allow the individual officer to work more specifically on areas that needed improvement rather that go through the same training that all other officers went through. As fast as technology and other technical areas is changing, this would allow the Army to do a better job of training it soldiers with relevant education. Even though the DCSPER is working on a new evaluation instrument, to be effective, some form of evaluation needs to be formative. Otherwise behavior will be driven by a desire for a score on a report card, and that score will be inflated in a short period of time because of a desire not to harm subordinates who are good soldiers.

If leadership can be defined as influence relationships with changes reflected by mutual purposes (Rost) or social meaning-making (Drath and Palus), then evaluation must be 360 degrees. The notion that a leader cannot make tough decisions without fear of someone "getting even" on an evaluation is just not a good reason for not using 360 degree evaluation. Most colleges and universities give each class the opportunity of anonymously evaluating the performance of the

professor at the end of the course, and these institutions use this valuable information for improvement.

CONCLUSION

Much more could be said about leadership and teachership and their impact on organizations. The web search produced some encouraging information about the leadership programs in the military. TRADOC, DCSPER, CGSC, and AWC all have responsibilities for review and development of programs aimed at quantifying and improving our ability to teach leadership. The **Leader XXI Campaign Plan** and **The Enduring Legacy** (DA Pam 350-58) are two new and interesting programs the Army has developed to prepare our leaders for the world of the 21st century. Like many innovations in the military, these programs have documents which are available over the internet for reading or downloading for personal use.

Do we learn a significant amount about how not to be a leader based on our experiences? If the answer continues to be yes, then there is much work to do in developing a framework of understanding leadership and utilizing the information that is available on how to best teach this process. Effective leaders are good teachers, therefore, more time and effort must be given to teach leaders in all phases of development how to be more effective teachers.

The world is a very dynamic place, and many forces are at work creating, in the words of Heifetz, disequilibrium. Our ability to either control this disequilibrium or to function in it will determine our success in organizations such as today's Army. We must realize the importance of understanding what leadership is because it will be through this process that the organization will deal with these dynamic factors.

The All Volunteer Army and the departure of the residual draft-era soldiers, the challenges of the civil-military relationships, technology, and the changing missions of the military are challenges which will test the very nature of the leadership of the Army.

To ensure that the legacy that was given to the soldiers of today is handed on to future generations in improved fashion, everyone must become involved in the teaching process. A more conscious effort is needed in identifying those tools that are needed in the leadership tool box, and then they must be taught where maximum learning and retention can take place.

During the Strategy, Force Structure, and Defense Planning for the Twenty-First Century Conference in November, 1996, GEN Hartzog said that we need leaders who can **scan** and survey the environment, **focus** on what is important, and

act rapidly. He also said, "We know that doctrine and technology are important but that highly motivated and trained people are at the center of our operations.

GEN Reimer has approved the Army Core Values which are:

• Duty	<u>Stages of Development</u>
• Selfless Service	1st--learn the values
• Courage	2nd--adhere to the values
• Loyalty	3rd--live the values
• Integrity	4th--teach the values
• Honor	
• Respect	

In his monthly communication with his senior leaders, GEN Reimer shared a note from James A Michner in his book <u>This Noble Land:My Vision For America.</u>

The Life Cycle of Great Nations:
    genesis
        exploration
           accomplishment
            expansion
           loss of courage
          contraction
        lost mobility
      decline

"We're not exempt from that rule of destiny...Our genius is humanitarian... we're idealists..we'll experiment..we can light new candles of excellence."

Other comments that were made by some of the senior leaders at the Strategy Conference in November were, "we need an enhanced , not encumbered Army." "We have to have a cultural change, not modernization." "Leadership is scholarship."

There is obvious concern among the senior leaders in today's military about leadership, our ability to learn its fundamentals and our ability to teach it to those that will follow.

In a speech prepared for delivery in Dallas on the day of his assassination, Nov. 22, 1963, President John F. Kennedy had penned these words, "Leadership and learning are indispensable to each other."

If President Kennedy was correct, and I believe that he was, the military must better define leadership, understand and execute our teaching mission more effectively, and insist that our leaders become better teachers. Our leaders of the future will then know what leadership is and how to model that behavior. There will be fewer instances of soldiers deciding how they will **not** lead.

As I departed for a year of professional development, one of my fellow-workers handed me a poem which I thought was very special. It depicts many of the qualities that are very important in the long term investment of leadership, and obviously to this teacher, qualities that made following a much more rewarding task.

A Real Leader

Blessed is the leader who has not sought the
    places, but who has been drafted into service
    because of his ability and willingness to serve.
Blessed is the leader who knows where he is
    going, and how to get there.
Blessed is the leader who knows no
    discouragement, who presents no alibis.
Blessed is the leader who knows how to lead
    without being dictatorial; true leaders are humble.
Blessed is the leader who seeks the best for
    those he serves.
Blessed is the leader who leads for the good of
    the most concerned,, and not for the personal
    gratification of his own ideas.
Blessed is the leader who develops leaders
    while leading.
Blessed is the leader who marches with the

group, interprets correctly the signs of the

pathway that leads to success.

Blessed is the leader who has his head in the

cloud but his feet on the ground.

Blessed is the leader who considers leadership

an opportunity for service.

ESSAYONS ___Author Unknown

ENDNOTES

1. *American Military History.* Center of Military History, U. S. Army, Washington, D. C., 1989, pp. 616-618. Also class notes from Professor Dick Shultz's class on "Origin and Termination of War," spring term at the Fletcher School.

2. "105th Congress: A Closer Look," *USA Today,* November 7, 1996, pg. 6A.

3. Reference # 1, pp.604-606.

4. An article from Strategic Studies Institute, "Civil-Military Relations and the Not-Quite Wars of the Present and Future," Vincet Davis, ed., October 30, 1996. The article was written by Admiral Stanley R. Arthur and was entitled, "The American Military: Some Thoughts on Who We Are and What We Are."

5. From the same document as # 4, an article by Don Snider entitled "U. S. Civil-Military Relations and Operations Other Than War."

6. "The Strategist and The Web Revisited: An Updated Guide to Internet Resources" by James Kievit and Steven Metz in the October 17, 1996, journal from U. S. Army War College's Strategic Studies Institute.

7. "Strategic Art: The New Discipline for 21st Century Leaders," by MG Richard A. Chilcoat in the October 19, 1996, issue of the Strategic Studies Institute's journal from the U. S. Army War College.

8. Joseph C. Rost, *Leadership for the Twenty-First Century*, Westport, Conn.: Preager, 1993, pp. 42, 43.

9. Same as # 8, pg. 102.

10. John C. Maxwell, *Developing The Leader Within You*, Nashville: Nelson, 1993, pg. 1.

11. Ronald A. Heifetz, *Leadership Without Easy Answers*, Cambridge: Harvard Press, 1994, pp. 12-15.

12. John Kotter, *The Leadership* Factor, New York: Freedon Press, 1988, pp. 16, 17.

13. Laurie Beth Jones, *Jesus CEO*, New York: Hyperion, introduction.

14. Diane Dreher, *The Tao of Personal Leadership*, NY: Harper Collins, 1996, pg. 2.

15. Wilfred Drath and Charles Paulus, *Making Common Sense*, Greensboro: Center for Creative Leadership, 1994, pp. 3, 6, 9, 10, 19, 20.

16. Same as #11, pg. 17.

17. Same as # 8 , chapters 3-5.

18. Ellen Schall, as a guest lecturer in Professor Frank Hartman's class at the Kennedy School, shared her thoughts on being a reflective practitioner. She has also written an article entitled "Notes From a Reflective Practitioner of Innovation," which appeared in *Innovation in State and Local Government*, Washington D. C.:The Urban Instituted Press, 1994.

19. A tape of class presentation by Ron Heifetz from the fall of 1996.

20. Same as # 11, pp. 3, 6, 263-276.

21. A visit from Dr. Frank Heatherly, Alabama State Department of Education, for the purpose of professional development for the faculty of Fayette Elementary School. He shared several research-based lists for effective teaching strategies.

22. Judy L. Giesen, "Competencies and Indicators for Teachers: A Review of Relevant Research," *Alabama Professional Education Personnel Evaluation Program*, 1991.